

Claremont House Nursery School

Inspection report for early years provision

Unique Reference Number	EY245917
Inspection date	04 March 2008
Inspector	Judith Rayner
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Registered person	Claremont Early Years Ltd
Type of inspection	Integrated
Type of care	Full day care

ABOUT THIS INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality of childcare and, if applicable, of nursery education. The inspection was carried out under Part XA Children Act 1989 as introduced by the Care Standards Act 2000 and, where nursery education is provided, under Schedule 26 of the School Standards and Framework Act 1998.

This report details the main strengths and any areas for improvement identified during the inspection. The judgements included in the report are made in relation to the outcomes for children set out in the Children Act 2004; the National Standards for under 8s day care and childminding; and, where nursery education is provided, the *Curriculum guidance for the foundation stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration or 1 April 2004 whichever is the later.

The key inspection judgements and what they mean

Outstanding: this aspect of the provision is of exceptionally high quality

Good: this aspect of the provision is strong

Satisfactory: this aspect of the provision is sound

Inadequate: this aspect of the provision is not good enough

For more information about early years inspections, please see the booklet *Are you ready for your inspection?* which is available from Ofsted's website: www.ofsted.gov.uk.

THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION

On the basis of the evidence collected on this inspection:

The quality and standards of the care are good. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are satisfactory.

WHAT SORT OF SETTING IS IT?

Claremont House Nursery School registered in 2003. The facility is situated in the Retford area of north Nottinghamshire. There are local amenities close by. The nursery serves the local and wider communities. Children are grouped according to their ages. A baby unit caters for 13 children under two years, 18 children aged two-three years are cared for in the toddler room and 22 children aged three-five years have access to two playrooms adjacent to these areas. Older children have access to an out of school room. There is a separate kitchen, toilets/baby changing room and a laundry area. Children have access to a fully enclosed outside play area.

The nursery is registered to provide 54 places for children up to the age of eight years. Children attend on a part- and full-time basis including before and after school care, a pick up and drop off facility and a holiday club. It opens 52 weeks per year excluding bank holidays. Times of operating are 08.00 to 18.00 daily. There are currently 57 children on roll. Of these, there are 12 funded three- and four-year-olds. The setting is able to support children with learning difficulties and/or disabilities and also children and families who speak English as an additional language.

There are currently 22 staff employed at the nursery. Of these, 16 work directly with the children with 12 holding a recognised childcare qualification of level two or above. The nursery links with Hallcroft Children's Centre and receives support from the local Authority.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children are cared for in a clean and well-maintained environment that positively promotes their health and welfare. Staff are good role models and adhere to the written policies and procedures in place. Children learn to take responsibility for their own personal hygiene. They know when they want to use the toilet and the importance of washing their hands after they have finished and before they eat any meals. This ensures that the risk of cross-contamination is minimised and children's health is maintained. Opportunities for cross-infection are further minimised as parents are provided with good information about infectious diseases. A good proportion of staff have completed first aid training and well-stocked first aid boxes are available in each room. This ensures staff are able to deal effectively with any accidents.

The individual dietary needs of children are met very well. Staff liaise with parents and carers from the onset and record their children's likes, dislikes and medical dietary requirements. Food is of good quality, healthy, nutritious and well balanced. Effective communication between staff and the cook ensure children's needs are met well. An eight week menu rota is established to ensure children are offered a good variety of food whilst introducing new food tastes from around the world. The independence skills of children develop well. They access their own drinks from non-spill cups and water bottles. Babies fluid intakes are monitored well and babies are held in the arms of staff when having a bottle. From a young age children try to feed themselves with support from staff. Older children spread butter on their crackers and pour their own drinks in to cups at snack and meal times.

Healthy living topics are planned well and effectively promote children's all-round health. Older children visit the local gym and participate in physical exercising activities. All children spend time outside and are offered a good range of resources, toys and equipment to enhance their large muscle skills whilst enjoying the fresh air. For example they play on the swings, climbing apparatus, push tyres and stand on blocks. They participate in running games chasing one another around the grassed area. Babies spend time in prams and pushchairs sleeping outside and are closely monitored. Babies and young children move freely indoors and have space to practise their crawling and walking skills.

Protecting children from harm or neglect and helping them stay safe

The provision is satisfactory.

Children are cared for in a generally safe, secure and well-maintained premises. All the rooms are brightly decorated with lots of colourful displays of art work, information for parents and carers, posters and photographs, thus, providing a stimulating and inviting environment. Rooms are well organised encouraging children to freely and independently explore. Children benefit from having sufficient space to engage in indoor and outdoor activities and areas for active and quiet play. A good range of toys, resources and equipment which are age-appropriate enhance children's all round development. Children do not get bored as they easily access toys of their choice because staff store them at low-level and at child-height.

The safety of children is promoted satisfactorily. Most systems in place to protect children are good. However, not all risk assessments undertaken are thorough and robust. This has the potential for children to sometimes be exposed to hazards such as some exposed sockets and an unravelled hose pipe. Effective monitoring of sleeping babies and young children is good. Staff are vigilant in regularly checking and recording children's sleep patterns. Young children and babies are held appropriately when being bottle fed and strapped in high chairs when eating their food. Older children learn to take responsibility for their own safety. They happily sweep up excess sand because they know that they may slip on the floor if it is left there. Access to the premises is carefully controlled. Staff monitor and assess who requires access. Visitors are requested to show some form of proof of identification and requested to sign the visitors book detailing the time of entry and exit of the building. Clear procedures are in place for the collection of children by named adults. Consequently, children are suitably protected.

The safeguarding of children is generally good. Most staff have a very clear understanding of their role and responsibility to protecting children. They are familiar with the possible signs and symptoms of child abuse. Staff know that their fundamental role is to protect children and are clear what procedures to take within the nursery if they are concerned about a child in their care. However, not all staff are knowledgeable and familiar with the Local Safeguarding Children Board policies and procedures. This has the potential for some procedures not to be fully adhered to when protecting children.

Helping children achieve well and enjoy what they do

The provision is good.

Children quickly settle and are happy, curious and interested in their play. They enjoy their time both inside and out in the garden. They confidently try challenging equipment and activities. A good range of equipment and resources is used effectively to provide stimulating play activities for all the children. They do not get bored. Staff know the children well and plan activities suitably to ensure their interests are maintained and built upon. From a young age, babies and toddlers are provided with good opportunities to enhance their all round development. Staff securely use the 'Birth to three matters' framework to plan activities for the younger children and to help them to develop and extend their skills. Younger children enjoy feeling and touching different textures of paper. They collect them in their hands and throw the paper up in the air, staff say 'it's snowing' and the children respond with smiles, laughter and 'yeah'. They explore suitable toys presented on the floor such as musical and investigative activities. They press buttons and watch the flashing lights delighted at what they have achieved themselves. Slightly older children spend time developing their imaginative skills. They collect toy dinosaurs with staff and put them in the coloured rice. Staff skilfully ask questions and describe how the rice feels and what noises the dinosaurs make. Children enjoy registration time. They sit on the floor with the staff and sing a 'welcome' song together acknowledging each child in turn when their name is called out. They engage in songs and have favourite rhymes such as 'If you are happy and you know it' clapping each other when they have finished.

The room where older children play is busy and industrious as they engage in their play, form friendships and actively participate in more structured activities. Children show curiosity and interest and are keen and eager to be involved in games supported by staff or independently initiate their own play. They enjoy creative activities and happily use a range of tools and resources to draw and paint. However, there are less opportunities for children to freely express themselves in their art work as staff provide pre-cut and drawn pictures and shapes. Children really enjoy their time outside. They eagerly line up waiting to go out. Once outside, they play with various resources which enhance their all-round development. For example, they collect

leaves and twigs and place them in the play houses, use plastic tubing to roll balls through and build with plastic crates. Children who attend before and after school and during the holiday spend time participating in a suitable range of activities. They enjoy creative play such as box modelling, sticking and drawing and play board games with their peers and the staff. The computer and music is popular where children have particular favourite games and songs.

The quality of teaching and learning is satisfactory. Most staff have a secure understanding of the Foundation Stage curriculum and how children learn. As a result, children take part in a suitable range of stimulating and meaningful practical activities that help them to make satisfactory progress towards all the early learning goals. However, the planning and assessments in place do not actively promote children's independent choices. Consequently, their opportunities to fully explore and extend their own learning is not effectively met. Children's behaviour is generally good. However, sometimes the methods used by staff to manage inappropriate behaviour is inconsistently achieved and not overly appropriate. Therefore, some children receive mixed messages regarding what is acceptable and what is not. Staff actively involve themselves in the activities with children. They ask thought provoking questions and encourage children to work out their own problems within the activity. For example, children learn and find out what objects sink or float and why. This encourages children to extend their own play and learning.

Children are confident and happily engage in their play. Their behaviour is generally good. Children learn to take care of their toys and activities and happily help tidy away them away and put in them in their correct places. They are aware of their own needs such as when they need the toilet and when they are thirsty. Children are polite and often use words such as 'please' and 'thank you'. They show pride in their achievements and enjoy showing their finished work to others. For example, children eagerly show others the robots they have made with the construction pieces. Children confidently engage in conversation with their peers and adults. They carry out simple instructions requested by staff. Children enjoy mark-making and eagerly participate in writing their own names on paper bricks and place them on the window as they make a wall with their names. They enjoy story time listening to staff read books carefully such as 'Guess how much I love you'.

Children use maths in every day situations. For example, they count how many children are waiting to go outside and how many cups are needed at the snack table. Planned activities support children's learning. They participate in activities to find objects that float and sink and that are heavy or light. Children extend their own learning further by bringing other objects they have found from around the room to see what will happen when they put them in the water. Children learn about their local community. They visit the local churches during the Easter and Christmas periods. They talk about similarities and differences of people in the world and participate in activities to acknowledge other cultural and religious festival such as Diwali and Chinese New Year.

The large muscle skills of children develop well. They confidently manoeuvre tyres back and forth to one another over the grass, climb challenging apparatus using their arms to hang down on and run around without bumping in to one another. Small muscle skills develop well because children use daily objects to enhance their skills such as pulling up the zips and fastening the buttons on their coats. They have good pencil control and hold their cutlery appropriately. The imagination skills of children is good. They actively participate in a story about a magic carpet pretending that it is too dangerous to get off. One child pretended to swim in the water and another child shouted 'quick shark, get on the carpet'. Children use their senses to explore

different materials such as dry and wet sand, water, glue and glitter. They enjoy ring games and singing loudly and move their bodies freely to the 'Hokey cokey'.

Helping children make a positive contribution

The provision is good.

The individual needs of children are met well. All children are warmly welcomed into the setting which helps them to feel happy and relaxed. Staff know their children well because they communicate effectively with parents and carers to find out from the onset what their child's needs are. Staff talk to parents and carers at each session that the child attends. Information is recorded to update any changes ensuring that the needs of children is maintained well. Children benefit from having access to a good range of resources which promote positive images of diversity and from participating in activities which promote their awareness of different festivals and cultures. For example, children write to and receive letters back from young children in Ethiopia sharing daily events of each others lives. Children also learn about their local community and spend time at Easter participating in Easter bonnet parades at the local church hall. There are good systems in place to meet the needs of children and their families with learning difficulties and/or disabilities. These are dealt with sensitively because staff have a clear understanding of their role and responsibility and promote an inclusive environment for all. Activities are adapted and information is eagerly sought and recorded identifying the individual needs of the child. Close discussions are held with parents and carers and agencies are recruited to support staff. Children's spiritual, moral, social and cultural development is fostered.

Children's behaviour is generally good. Most children understand the boundaries and expectations that are promoted within the setting. Most staff are confident, calm and clear when delivering messages to children about what is acceptable and what is not. Children are praised on their good behaviour and achievements. Staff use words such as 'wow' and 'that's great'. This helps and supports children in building on their self-esteem and confidence. Staff use a variety of positive methods to encourage children to share, take turns and help tidy away the toys. For example, a large egg timer is used to indicate to children how long they have to put the toys and games away in their correct places. Children excitedly and quickly undertake the task and cheer when they have completed it at the same time the egg timer sand runs out.

Parents and carers receive lots of information about their child and how the setting operates. There are good opportunities in place for discussions with staff and documentation to be exchanged. A good range of displays such as play plans, childcare issues, newsletters and policies and procedures provide parents and carers easy access to information about the service they are offered. The 'open house' policy where parents and carers drop in at any time offers support and reassurance about how their child is being cared for. There are good systems in place to discuss any issues or concerns with the staff within individual rooms or the management team. The quality of the partnership with parents and carers of nursery education children is good. A wealth of written information in supporting children's education is offered to parents and carers such as newsletters informing them of current topics their child will be involved with. They also have access to their own child's development records with staff members which highlight the stages of their child's development and achievements. Children's learning at home is promoted well.

Organisation

The organisation is satisfactory.

The organisation of the nursery contributes sufficiently to children's well-being. The nursery rooms are well organised which encourages children to make independent choices in their play. Staff make good use of indoor and outdoor space to support children's play and learning opportunities. They deploy themselves well ensuring children's immediate all-round needs are maintained. Staff work cooperatively together with enthusiasm and value each others skills and knowledge. Children benefit because most staff have the appropriate qualifications, knowledge and experience to do their jobs which ensures that their needs are met effectively. Children are protected because the recruitment and vetting procedures are mainly robust and thorough. These ensure that all staff have been vetted and are safe and suitable to be in contact with children. A good induction procedure further supports staff in understanding and adhering to the setting's policies and procedures. Regular appraisals and supervision of staff by managers help identify staff strengths and weakness. Training is provided to support staff to develop their own skills and knowledge which in turns raises the benefits for children contributing to their good health and safety whilst learning and having fun.

Leadership and management are satisfactory. The proprietor and new manager are very enthusiastic and motivated to provide stimulating learning experiences for children. Appropriate systems are in place to monitor the provision and staff strengths and skills are managed to ensure children receive suitable educational learning. Team meetings are held and they the staff review and evaluate the practice delivered and strengths and weaknesses discussed. Staff moral is good and suitable team building opportunities are in place to further enhance the teams unity.

All required records are in place and are mostly well maintained. There is a good range of policies and procedures for staff to follow which underpins the running of the setting, supports staff in identifying good practice which then meets the needs of children. Records are kept well organised, easily accessible and held securely. Overall, the provision meets the needs of the range of the children for whom it provides.

Improvements since the last inspection

At the last Care inspection it was recommended that the setting improve the systems in place to review the deployment of staff to ensure students are not left alone with the children. Good improvement has been made. Staff are vigilant on not leaving students and any unvetted adults alone with children. Staff deployment ensures that no staff member is left on their own at any time including staff breaks and absences. Therefore, children are protected.

At the last nursery education inspection the setting had three key issues to address. The setting had to improve the layout of resources, provide more opportunities for children to self-express themselves with creative materials and to improve the recording systems to ensure children independently develop at their own learning pace. Some improvement has been made. Resources, toys and equipment are mostly well organised encouraging children to independently self-select and make choices in their play. Some areas such as the book area are less inviting to children and do not promote their interest and curiosity. This has been brought through as a recommendation within this inspection. The planning and assessments have recently been changed and improved. However, not all children's interests and learning needs are clearly identified. Therefore, some children's pace of learning is not as effective. This has been raised as a recommendation within this inspection. Children have good access to a range of materials

that promotes their free expression in creative work. However, children still have less opportunities to freely express themselves in their own creativity in art work because staff provide more adult orientated pictures and pre-drawn and ready cut activities. This has been raised as a recommendation within this inspection.

Complaints since the last inspection

Since the last inspection there have been no complaints made to Ofsted that required the provider or Ofsted to take any action in order to meet the National Standards.

The provider is required to keep a record of complaints made by parents, which they can see on request. The complaints record may contain complaints other than those made to Ofsted.

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The quality and standards of the nursery education are satisfactory.

WHAT MUST BE DONE TO SECURE FUTURE IMPROVEMENT?

The quality and standards of the care

To improve the quality and standards of care further the registered person should take account of the following recommendation(s):

- continue to promote children's free self-expression in creative art work
- improve further the methods used to minimise risks to children
- continue to improve staff knowledge regarding the Local Safeguarding Children Board procedures.

The quality and standards of the nursery education

To improve the quality and standards of nursery education further the registered person should take account of the following recommendation(s):

- continue to improve the presentation of activities to encourage children's interests with regard to the book area
- continue to improve the methods used to consistently manage children's behaviour
- continue to improve the planning and assessments to promote children's independent choices whilst encouraging them to explore and extend their own learning at their own pace.

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